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ABSTRACT

A study examined the differences between new and old editions of basal reading programs. Two editions, 1979 and 1986, of the Houghton Mifflin basal reading program for first grade were analyzed. Results indicated that there were substantial differences in both decoding and comprehension activities, and in the stories children read. The newer program also appeared to reflect findings from recent research on teacher effectiveness. In addition, a comparison of stories and lessons that appear in both editions revealed shortened text and guidelines for fewer teacher-directed questions about the stories. Results are discussed in light of J.S. Chall's earlier findings in a study where lower student performance in reading was related to reduced content changes in basal readers. (Five tables of data and 8 figures are included; 17 references and 1 appendix of decoding and comprehension categories are attached.) (Author/PRA)

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Technical Report No. 538

IS NEWER NECESSARILY IMPROVED? FINDINGS FROM A SYSTEMATIC INVESTIGATION OF THE 1979 AND 1986 EDITIONS OF A BASAL READING PROGRAM

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Abstract

Basal reading publishers come out with new programs approximately every five years. How different is a new edition from an earlier edition? Two editions, 1979 and 1986, of the Houghton Mifflin basal reading program were analyzed to address this question. Substantial differences were found for both decoding and comprehension activities and for the stories children read. The newer program also appeared to reflect findings from recent research on teacher effectiveness. In addition, a comparison of stories and lessons that appear in both editions revealed shortened text and guidelines for fewer teacher-directed questions about the stories. Results are discussed in light of Chall's earlier findings in a study where lower student performance in reading was related to reduced content changes in basal readers.

IS NEWER NECESSARILY IMPROVED? FINDINGS FROM A SYSTEMATIC INVESTIGATION OF THE 1979 AND 1986 EDITIONS OF A BASAL READING PROGRAM

Becoming A Nation of Readers (Anderson, Hiebert, Scott, & Wilkinson, 1985) asserts that "basal programs drive instruction . . . . These programs strongly influence how reading is taught in American schools and what students read" (p. 35). Recent research by Barr and Sadow (1989) support this claim.

In light of the important place that basals hold in American schools, a number of researchers have studied these materials in a variety of ways to determine their contents, pedagogy, or some aspect of their design. Among the researchers who have analyzed basal reading textbooks are Chall, 1967, 1983; Beck and McCaslin, 1978; Beck, McKeown, McCaslin, and Burkes, 1979; Durkin, 1981; Barr, Dreeben, and Wiratchai, 1983; Schmidt, Caul, Byers, and Buchmann, 1983; Flood, Lapp, and Flood, 1984; Hare and Milligan, 1984; Meyer, Greer, and Crummey, 1987; and Meyer, Greer, Crummey, and Boyer (in press).

With the exception of the work by Chall (1967, 1983), each of the other studies has focused upon a program with a single copyright date. Some of this research has tried to identify what is in the programs while others have gone in search of specific instructional aspects of the materials. For example, Beck and McCaslin (1978); Beck et al. (1979); Meyer et al. (1987); and Meyer et al. (in press) have defined categories of instructional tasks and then counted the number of tasks that fit into each category. In contrast, Durkin (1981) defined comprehension instruction and then searched for examples to match her definition. Chall alone has attempted to compare two editions from the same publisher in order to look for changes in instructional emphasis. She studied the 1956 and 1962 editions of the Scott, Foresman series to determine if the later edition placed a greater emphasis on phonics than the earlier edition.

Chall (1977) has also studied editions of basal reading textbooks for another reason. In trying to explain a drop in SAT scores reported in 1967, 1972, and 1975, she examined the best selling textbooks that the students taking the SAT in those reporting periods were most likely to have used when they were in the early elementary grades. She found that basal readers were "easier" during the years that these students were first learning to read. This "easier" characterization was the result of Chall's finding that those editions tended to cover less content than previous editions of the same series. There was less instruction in decoding and comprehension. In addition, the stories were shorter.

Once again, we find ourselves in a period when overall student performance in reading is of increasing concern to reading educators, practitioners, politicians, and parents. The 1989 NAEP report has shown a drop in scores for three consecutive years after over a decade of higher performance for all children and a narrowing gap between minority children and white Americans (*New York Times*, 1990).

We believe that the time has come again to look carefully at basal reading textbooks and to compare the findings of consecutive copyrights to see if there are different patterns of instructional emphasis in recent editions. Therefore, the purpose of this study is to compare two editions of the same basal publisher. In the process of this comparison, we are also asking this question, "Is there any evidence that reading research findings of the last decade have found their way into basal reading program revisions?"

Method

Selection of Publisher

We chose to examine two editions, 1979 and 1986, of the Houghton Mifflin reading program because it was the most widely used program (Ridley, personal communication, 1990) in America during the years that the youngest children in the 1989 NAEP report were in second grade. Therefore, it is very likely that many of the children included in the 1989 NAEP sample were taught to read with the Houghton Mifflin materials.

Procedures

We wanted to use methodology for analyzing the series that could reveal global differences between editions. At the same time, we were interested in making specific comparisons of matched segments of each edition. We decided to limit our investigation to the materials from each edition most often used in second grade. There are two books (Levels F and G) for teachers and students at this grade level. In the 1979 edition, the books are called Cloverleaf and Sunburst. The 1986 versions are called Carousels and Adventures.

We had previously developed procedures for analyzing first-grade basal readers (Meyer et al., 1987). We had recently expanded those procedures to do a comparison of first- and second-grade basal reading textbooks by different publishers (Meyer et al., in press). These procedures involved reading every page of the teachers' guides, workbooks, student textbooks, and supplementary worksheets in the programs. This procedure allowed us to determine what kinds of tasks the teachers' guides specified for the children to perform. We then coded each task accordingly. For example, if an exercise directed the teacher to print 10 words on the board and then have the students identify each word, we coded that as a "words in isolation task" because the children were to identify the words without context clues. If, on the other hand, once the 10 words were on the chalkboard, the teacher had the children say the letter names of the letters in each word, we coded those as "letter name tasks." In each exercise, we began by determining the task the children were to perform. In this way our categories were developed independent of the way the exercises were named in the teachers' guides.

Two stories appeared in both the 1979 and 1986 editions, "What Mary Jo Shared" and "The Case of the Stolen (Missing) Codebook." We completed an indepth analysis of these two sets of stories and the units that accompany them in the teachers' guides because we believed we would get an especially good sense of how the series had changed by comparing the lessons built around stories that appeared in both editions.

The process of reading every page in the teachers' guides, workbooks, student textbooks, and supplementary worksheets resulted in our identification of 11 types of exercises to which we gave the collective label "decoding." The exercises all required the children to identify words or parts of words. We also found 23 types of activities focused upon comprehension. These are the same categories used in Meyer et al. (in press). (A copy of the categories and definitions appear as an appendix.)

Three raters completed the analyses of the 21 units from the 1979 and the 1986 editions of the Houghton Mifflin series. Their interrater reliability was above .90 for the decoding categories and above .88 for the comprehension categories.

Results

Instructional Units

Decoding Analyses

Table 1 presents tallies for the 11 categories counted for the decoding comparison by level and copyright. First, there is a substantial difference in the number of units in the two editions of materials. It took 13 units in 1979 to present what was covered in just 8 units in 1986. Punctuation and grammar are treated identically in the two editions, as are rules, rhyming, and blending. There is, however, a marked decrease in words in the teacher's text. There were over 5,500 words in the 1979 edition and under 3,500 words in the 1986 edition, a reduction of over 37%. Similar reductions appear consistently, in the sounds, letter names, vocabulary words, and words in isolation categories. For example, there were almost 650 exercises on sounds in the 1979 edition as compared to just over 100 exercises in the 1986 edition. The drop in letter names tasks is about a third. The decrease is similar for vocabulary words and words in isolation.

[Insert Table 1 about here.]

These patterns are even clearer when combining the eleven categories within editions and simply reporting results by copyright. When combining results for the two books, we are reporting on material that children typically cover in a school year. These results appear in Table 2.

[Insert Table 2 about here.]

Comprehension Analyses

The analysis of comprehension questions yielded differences both between levels and between editions. These results appear in Table 3. The Pearson and Johnson (1978) taxonomy was used to classify the majority of these tasks. Teachers' questions were considered to be text-explicit when the answers were "right there" in the text. Within this large category, questions were coded on the basis of the amount of text students had to cover to answer the question (a word, a sentence, a paragraph, or a picture). For narrative text we also coded whether the question was about a character, the setting, the plot, or the theme. Text-implicit questions could be answered by searching the text to find the answer. Scriptal questions had to be answered from the children's background knowledge. In addition, the analysis process yielded six other types of questions: summary, style, review, sequencing, prediction, and opinion. The results appear in Table 3.

[Insert Table 3 about here.]

There are far more text-explicit questions in the 1979 edition than there are in the 1986 edition. This is true at the sentence and picture levels for questions about character, setting, and plot. The pattern is similar for text-implicit questions. In these categories, we also found more questions at the word, sentence, and picture levels in the older edition. There were also more than twice as many background knowledge questions in the earlier edition than in the 1986 edition. Sequencing and prediction questions also appeared more frequently in the 1979 edition.

These patterns are especially clear when looking at combined data from both editions. Table 4 shows a summary of comprehension questions across levels for matched units of the 1979 and 1986 editions. The overall pattern is one of a drop in the number of questions appearing in the more recent edition with the exception of plot text-implicit questions and opinion questions.

[Insert Table 4 about here.]

Story Analyses

Units are built around stories in basal readers. Therefore, an analysis of stories from both editions is particularly informative. This section presents the results of our analysis of two stories that appeared in both the 1979 and 1986 editions of the Houghton Mifflin basal reading series. This direct comparison of the content and treatment of these two stories provides a clear measure of how these editions vary. "What Mary Jo Shared" appears in both the 1979 and 1986 versions of the Level F book. "The Case of the Stolen Code Book" and "The Case of the Missing Code Book" appear in the 1979 and 1986 editions, respectively, of the Level G books. Table 5 shows the comparison of these four stories for the story characteristics of length, number of sentences, and a more qualitative area, "wording changes." The total number of comprehension questions the teacher is directed to ask also appears for each story. The questions are broken down into just three categories: text explicit, text implicit, and scriptal.

[Insert Table 5 about here.]

Text characteristics. Both 1986 stories are much shorter, only two thirds the length of their 1979 versions. This overall reduction in text length is also clearly evident in the number of sentences in each story. Furthermore, wording was changed 11 times in "What Mary Jo Shared" and 19 times in "Code Book." Figure 1 shows excerpts from the four stories.

These excerpts illustrate the kinds of changes made throughout the stories. The first sentences shown from "Code Book" reveal that in the 1979 version the words "searched" and "blank" are used. In the more recent version, the word "looked" has been substituted for "searched" and "paper with nothing on it" takes the place of "blank." Each of these changes would make for easier reading in the 1986 edition. In the 1979 version, Alex's statement, "Well, you can see it if you know how" is explained when we are told, "He knew the most about magic and tricks." In the 1986 version, the reader is left hanging. The story simply says, "Well, you can see something if you know how."

Similar strategies for wording changes in "What Mary Jo Shared" are also evident in Figure 1. The 1979 edition has a short build up to the introduction of what Mary Jo wanted to share. It reads, "Then it was Sharing Time. As soon as Miss Willet asked if anyone had anything to share, Mary Jo put up her hand." In the 1986 edition, the description of the setting is much more abbreviated. It reads, "At Sharing Time, Miss Willet asked, 'Who has something to share?' Mary Jo put up her hand." Once again, as in the excerpts from "Code Book," the 1986 edition of the story provides less description, fewer details. In tracing both of these stories back to their original trade book editions, we found the 1979 versions to be much closer to the originals.

[Insert Figure 1 about here.]

Comprehension treatment. There is a consistent drop in the number of text-explicit questions in both stories, and an almost identical number of text-implicit questions in "The Case of the Stolen (Missing) Code Book," and a rather substantial rise in the number of text-implicit questions in the more recent edition of "What Mary Jo Shared."

Workbooks. Workbook exercises also vary substantially for the "What Mary Jo Shared" units in the 1979 and 1986 editions, with quantitative as well as substantive differences in the work provided for students to do. There are just three workbook pages for the "Mary Jo" units in the 1979 edition. Two of the pages provide text-implicit comprehension practice. There is a total of eight sentences to read, and for each sentence a correct picture to choose. The third page has eight practices on letter sounds. These pages appear as Figures 2, 3, and 4.

[Insert Figures 2, 3, and 4 about here.]

The 1986 workbook exercises for "What Mary Jo Shared" encompass eight pages, pages 88-95 in the Carousels workbook. One of these pages contains five sentences with text-implicit questions with multiple-choice items. Three pages have word-level, text-implicit items and words to copy. The remaining four pages are two passages for the children to read and review questions from the "Mary Jo" story. Representative workbook pages of these three types of activities appear as Figures 5, 6, and 7.

[Insert Figures 5, 6, and 7 about here.]

Unit outlines. A final comparison for the two versions of "What Mary Jo Shared" appears as Figure 8. These are outlines of the activities specified in the two units in which "What Mary Jo Shared" is taught in the 1979 edition, Units 18 and 19, and the two units in the 1986 edition, Units 15 and 16.

[Insert Figure 8 about here.]

The major differences that these outlines reveal is that the 1979 edition structured reading time by sequencing picture discussion, silent reading, and then oral reading followed by comprehension checks. The lesson was then followed by "Discussion with Literal Comprehension Questions," "Interpretive Thinking Questions," and "Evaluative and Creative Thinking Questions." The number in parenthesis following an entry in the outline shows the number of questions presented in the teacher's guide for that part of the lesson.

The lesson sequences are quite different for the two editions. In the 1986 edition, preparation for the lesson includes vocabulary/concept development and skill reminders. Reading involves purpose setting followed by purpose setting with silent reading, and then checking and developing comprehension. This series of activities is repeated and then followed by "Thinking it Over."

Discussion

Is newer necessarily improved? The answer seems to be both no and yes. In most categories there is "less" in the 1986 edition than there was in the 1979 edition. This statement is especially true for the categories that foster word recognition: sounds, rules, syllabication/endings, letter names, vocabulary words, words in the text, words in the teacher's text, and words in isolation.

The pattern is a little less consistent for the comprehension summary. Generally, there are fewer word-level questions in the 1979 edition than in the 1986 edition, and the same is true for paragraph-level text-implicit, plot, theme, summary, review, and opinion questions. There are fewer comprehension questions in each of the other 11 categories in the 1986 edition. There is also a large drop in scriptal (background knowledge) questions. On the other hand, there is an increased number of opinion questions. We wonder if the Houghton Mifflin authors intended the opinion questions to replace the background knowledge questions. One other category with more questions in the 1986 edition was word-level text-explicit. Teachers are directed to focus more attention on the text.

The pattern of "less" in the more recent edition reappears when studying the results from the analysis of the same story in both editions of the Level F and G books. Both newer stories are shorter, have fewer sentences, fewer scriptal, text-explicit, and text-implicit questions (except for a few more text-implicit questions in the 1986 Level F version of "What Mary Jo Shared").

What do these results mean? The best selling basal reading series of the first half of the 1980s reduced its instructional activities and the amount of text students were expected to read in a five-year period. What considerations does this reflect? Teachers' committees select materials with an eye toward their children's ability. Does this mean teachers have lowered their expectations? Is content being sacrificed

to insure the successful completion of a program by all students? A vicious circle looms--lower expectations lead to reduced content, which could lead to less opportunity to learn, which leads to less learning, which reinforces lower expectations. The long-term results of this are already evident in Chall's (1977) work that revealed a relationship between a drop in SAT scores and "easier" basal readers when those children were in the elementary grades. Is history repeating itself? Are the lower NAEP scores related to "easier" elementary school basal readers?

On the other hand, the reorganization of actual lessons shows some response to research findings from the literature on reading as well as the general teacher effectiveness literature of recent years. The 1986 program has lesson parts divided into instruction, guided practice, and then independent practice. This sequence was suggested by Rosenshine and Stevens (1984) as the most effective way to organize instruction. These same sequences flow through the workbook pages thereby producing teacher-directed instruction and independent practice that are in concert.

Similar evidence of research being incorporated into practice stems from the changes already described in the outlines of the four units for "What Mary Jo Shared." Instead of the lesson beginning with the picture and moving immediately to silent reading, the 1986 edition shows the probable influence of research findings that point to the importance of teachers exploring students' background knowledge on topics they are about to read. The questions asked before reading in the 1986 edition are primarily background knowledge questions.

In summary, it is ironic that these pedagogical changes may result in more effective teaching while at the same time there is less material to teach. Perhaps in future editions progress will be made toward achieving an optimal amount of content in tandem with exemplary pedagogy, for we know that students in first and second grade need to read large quantities of original text if they are to become fluid readers.

Limitations of this Study

This study is limited to the second-grade materials from one publisher and for this reason the work is somewhat limited in its scope. Other researchers may want to extend these procedures to additional grade levels of the 1979 and 1986 Houghton Mifflin programs to see if the kinds of changes that we found for Levels F and G prevail at other grade levels as well. Additional analyses would then further replicate Chall's 1977 study to illustrate that there is a relationship between materials used to teach children to read and their later reading achievement.

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Table 1
Decoding Comparison for Matched Units from the 1979 and 1986 Levels F and G Teachers' Guides

	Book			
	Cloverleaf	Carousels	Sunburst	Adventures
Copyright	1979	.1986	1979	1986
Level	F	F	G	G
No. of Units Coded	6	4	7	4
Punctuation/ Grammar	0	0	15	15
Sounds	464	42	183	66
Syllabication/ Endings	23	47	96	6
Rules	10	5	2	11
Letter Names	81	104	75	2
Rhyming	0	0	0	0
Blending	0	0	0	0
Vocabulary Words	90	31	100	69
Words in Text	5457	3711	7337	7348
Words in Teacher's Text	1811	1553	3831	1945
Words in Isolation	470	223	464	316

Table 2

Decoding Summary Comparison of Matched Units from the 1979 and 1986 Levels F and G Teachers' Guides

	Books	
	Cloverleaf and Sunburst	Carousels and Adventures
Levels	F & G	F & G
Copyright	1979	1986
No. of Units Coded	13	8
Punctuation/Grammar	15	15
Sounds	647	108
Syllabications/Endings	119	53
Rules	12	16
Letter Names	156	106
Rhyming	0	0
Blending	0	0
Vocabulary Words	190	100
Words in Text	12,794	11,059
Words in Teacher's Text	5,642	3,498
Words in Isolation	934	539

Table 3

Comprehension Comparison for Matched Units from the 1979 and 1986 Levels F and G Teacher's Guides

	Book			
	Cloverleaf	Carousels	Sunburst	Adventures
Copyright	1979	1986	1979	1986
Level	F	F	G	G
No. of Units Coded	6	4	7	4
Text Explicit Questions				
Level				
Word	1	0	6	29
Sentence	35	22	13	3
Paragraph	0	1	2	6
Picture	10	6	4	0
Type				
Character	18	10	23	6
Setting	6	4	13	5
Plot	102	38	92	58
Theme	0	1	0	0
Text Implicit Questions				
Level				
Word	137	141	285	166
Sentence	70	32	50	25
Paragraph	3	9	9	14
Picture	59	27	31	22
Type				
Character	28	27	10	11
Setting	2	2	2	1
Plot	59	63	71	79
Theme	0	0	1	4
Scriptal Questions	24	15	47	16
Other Types of Questions				
Summary	1	6	1	0
Style	0	0	0	0
Review	14	13	6	8
Sequencing	31	0	0	19
Prediction	17	14	29	11
Opinion	29	24	48	70

Table 4

Comprehension Summary Comparison of Matched Units from the 1979 and 1986 Levels F and G Teacher's Guide

	Books	
	Cloverleaf and Sunburst	Carousels and Adventures
Copyright	1979	1986
Level	F & G	F & G
No. of Units Coded	13	8
Text Explicit Questions		
Level		
Word	7	29
Sentence	48	25
Paragraph	2	7
Picture	14	6
Type		
Character	41	16
Setting	19	9
Plot	194	96
Theme	0	1
Text Implicit Questions		
Level		
Word	422	307
Sentence	120	57
Paragraph	12	23
Picture	90	49
Type		
Character	38	38
Setting	4	3
Plot	130	142
Theme	1	4
Scriptal Questions	71	31
Other Types of Questions		
Summary	2	6
Style	0	0
Review	20	21
Sequencing	31	19
Prediction	46	25
Opinion	77	94

Table 5

Comparison of Text Characteristics and Comprehension Treatment in Matched Stories in 1979 and 1986 Copyrights of Levels F and G

	Story Title			
	What Mary Jo Shared	*What Mary Jo Shared*	*The Case of the Stolen Code Book*	*The Case of the Missing Code Book*
Copyright	1979	1986	1979	1986
Level	F	F	G	G
Story Characteristics				
Length (no. of words)	1149	824	1235	843
No. of Sentences	106	89	138	94
Wording Changes		11		19
Comprehension Treatment				
Total No. Questions	112	95	87	63
No. of TE Questions	58	34	41	30
No. of TI Questions	46	53	35	33
No. of SCRIPTAL Questions	8	8	11	0

Figure Caption

Figure 1. Excerpts from the 1986 and 1979 stories "The Case of the Stolen/Missing Code Book."

Figure 1

Excerpts from the 1986 and 1979 Stories "The Case of the Stolen/Missing Code Book"

Adventures 1986

They looked all over, but all they found was a piece of paper with nothing on it.
"Do you think this paper means anything?" Hollie asked.
"There could be a message in secret writing on it," said Alex.
"Secret writing?" the others asked.
"Yes," said Alex. "The message could be a clue to our missing Code Book. The writing may be invisible."
"What does invisible mean?" asked Hollie.
"It means you can't see it," said Alex.
"If you can't see something, what good is it?" said Hollie.
"Well, you can see something if you know how," said Alex.
"Then how?" asked Hollie and John
"Come on. I'll show you," said Alex. He went inside the house and turned on the light.
"First you hold the paper next to the light," he said. "If the person who left this message wrote it in milk, when we hold the paper next to the light, the writing will come out in brown letters."

Sunburst 1979

They searched all over. All they could find was a blank piece of paper.
"Do you think it means anything?" Hollie asked.
"Is it really blank?" asked Alex.
"Of course. I know writing when I see it, and I don't see it," said Winnie.
John grabbed the paper and whistled through his front teeth while he looked it over. Hollie stood on tiptoe to look. Alex came closer and looked too. Panic made a noisy yawn.
"Nothing there. Nothing at all," said John.
"Nothing . . . unless . . . " began Alex.
"Unless what?" asked Winnie. "Unless it's in secret writing"
"Secret writing?" the others said.
"Maybe it's a clue," said Alex, cleaning his glasses on the tail of his shirt.
"A clue for what?"
"For our missing Code Book, of course."
"How?"
"Maybe the writing is invisible."
"What's invisible?" asked Hollie.
"You can't see it," said John.
"If you can't see it, what good is it?"
"Well, you can see it, if you know how," said Alex. He knew the most about magic and tricks.
"Then, how?" asked Winnie, Hollie, and John, "It's not in our Code Book."
Alex went to the garage and put on the wall light.
"You hold the paper next to the light." he said.
"I don't see anything," said Hollie.
"There's nothing there, that's why," said John, and he began to whistle through his teeth again.
"Hey!" shouted Winnie. "The paper is burning."
"No," said Alex, "Whoever left this note wrote it in milk."
"Are you trying to tell us a cow left it?" asked Winnie. she liked things to be clear.
"No," said Alex. "Someone left us this note written in milk. To read it, we heat it with the light, and the writing will come out in brown letters."

Figure 1 (continued)

What Mary Jo Shared

Carousels 1986

At Sharing Time, Miss Willet asked, "Who has something to share?"

Mary Jo put up her hand. "I do," she said. She went to the front of the room.

"This morning I am going to share my father," Mary Jo said.

All the children smiled. Mary Jo's father smiled too, and waited to be shared.

Clover leaf 1979

Then it was Sharing Time.
As soon as Miss Willet asked if anyone had anything to share, Mary Jo put up her hand.

"Mary Jo," said Miss Willet.
"You may share with us first this morning."

Mary Jo stood up and walked to the front of the room.

Something new to share!

"This morning I have brought my father to share!" she said with a smile.

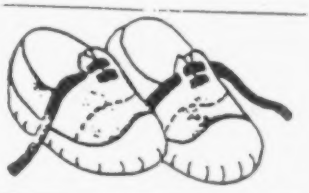
This made all the children smile, and they looked at Mary Jo's father.

He stood, smiled a little in his friendly way, and waited to be shared.

Teaching Unit 13, Discovery (127-132) Basic Skills
Purpose: To provide practice in recognizing the common
Procedure: Say: Read all that is said at the top of the page

Read the sentences in each box carefully.
Then do what you are asked to do.

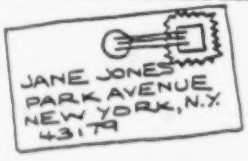
1. Start with **tied**.
   Put **un** in front of **tied**.
   Then you have **untied**.
   Put a box around the untied shoes.



2. Start with **eaten**.
   Put **un** in front of **eaten**.
   Then you have **uneaten**.
   Put a box around the uneaten apple.

3. Start with **happy**.
   Put **un** in front of **happy**.
   Then you have **unhappy**.
   Put a box around the unhappy one.

4. Start with **opened**.
   Put **un** in front of **opened**.
   Then you have **unopened**.
   Put a box around the unopened letter.



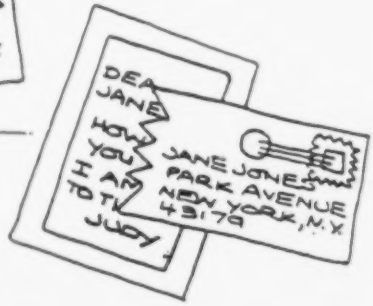


Figure 2
Houghton Mifflin Workbook, 1979 Edition

Teaching Unit 18, *Cloverleaf* (172 - 189)
Purpose: To provide practice in recognizing the common syllables *ful* and *ly* when added to known root
Procedure: Say: Read all that is said at the top of the page and do what you are asked to do.

Read each sentence.

Put a ⬭ around the picture each sentence tells about.

Look at the base words in the box at the right.

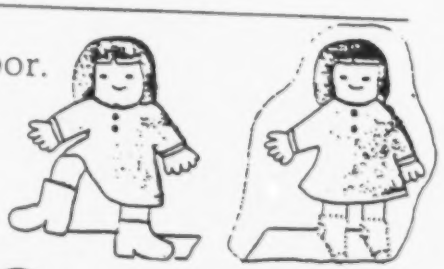
Find the base word for each word in dark letters.

Print the base word in the ≡.

hungry
soft
play
hand

1. She walked very **softly** on the wooden floor.

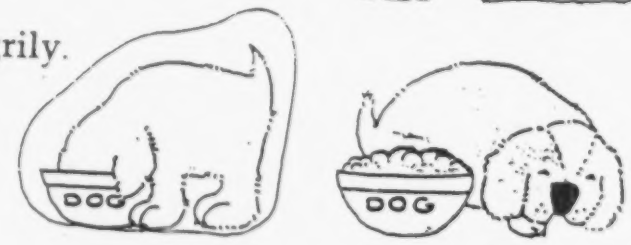
soft



2. The dog ate its supper **hungrily**.

accept hunger also.

hungry



3. I'd like another **handful** of popcorn.

hand

4. How **playful** those baby tigers are!

play

Figure 3
Houghton Mifflin Workbook, 1979 Edition

Here are some vowel sounds you should know:

the short **a** sound as in **hat**
the short **e** sound as in **bed**
the short **i** sound as in fish
the short **o** sound as in rock

Here are some words.
Say them to yourself.
Listen for the vowel sound in each word.

belt	pick	stop	map
had	well	think	hot

Print each word where it belongs.

Words with short **a** sound

map

had

Words with short **e** sound

belt

well

Words with short **i** sound

pick

think

Words with short **o** sound

stop

hot

Figure 4
Houghton Mifflin Workbook, 1979 Edition

• Read each question.

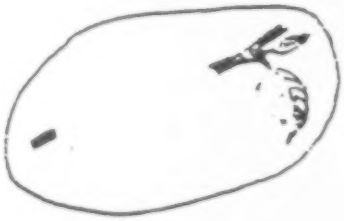
Look at the two pictures on the right.

Circle the one that answers the question.

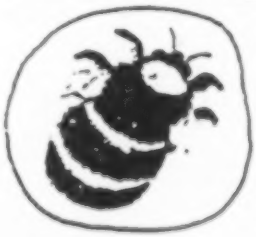
1. Which is a **zebra**?

2. Which has a **zipper**?

3. Which is **fuzzy**?



4. Which makes a **buzzing** sound?



5. Which is a **zoo**?

• Read each story.
Then read the sentences below.
Underline the one that tells the main idea.

1. The pine is a special tree.
It has needles, not leaves.
That makes it different from other trees.
A pine tree has needles on it all the time.

a. It has needles, not leaves.
b. That makes it different from other trees.
c. The pine is a special tree.

---

2. There are two ways to use an umbrella.
You can use an umbrella when it rains.
Then you won't get wet.
You can put up your umbrella when it's nice out, too.
That's how umbrellas were first used!

a. You can use an umbrella when it rains.
b. There are two ways to use an umbrella.
c. Then you won't get wet.

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Figure 6 - Houghton Mifflin Workbook, 1986 Edition

• Think about "What Mary Jo Shared."
Read each question.
Underline the answer.

1. What was Mary Jo's problem?
   a. She didn't like her teacher.
   b. She didn't have a friend.
   c. She wanted to share something special.

2. Why didn't Mary Jo share her grasshopper?
   a. All the other children had grasshoppers.
   b. Jimmy had found three grasshoppers.
   c. She didn't want to scare the children.

3. What special thing did Mary Jo share?
   a. her umbrella
   b. her brother
   c. her father

4. What did the other children want to do?
   a. jump over puddles
   b. share their fathers
   c. read their books

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Figure 8

Outline of "What Mary Jo Shared" 1979 and 1986 Editions

Copyright	Level	Title	Unit	Outlined (pp. 303-336)
1979	F	Cloverleaf	18	"What Mary Jo Shared"

I. Preparing for Reading (2 wds; 1Q)

II. Reading and Discussing

- A. Picture Discussion (6Q)
- B. Silent Reading
- C. Oral Reading and Comprehension Checks (13Q)
- D. Picture Discussion (5Q)
- E. Silent Reading
- F. Oral Reading and Comprehension Checks (9Q)
- G. Picture Discussion (4Q)
- H. Silent Reading (2W)
- I. Oral Reading and Comprehension Checks (13Q)
- J. Discussion
  1. Literal Comprehension (5Q)
  2. Interpretive Thinking (5Q)
  3. Evaluative and Creative Thinking (3Q)

III. Teaching Reading Skills

- A. Instruction for Basic Reading Skills (Common Syllable un)
- B. Application and Maintenance of Basic Reading Skills
  1. Reading New Sentences
  2. Recognizing Basal Words Out of Context
  3. Sound Associations for ai, ay
  4. Common Syllables of l, ly
  5. Short vowel sounds
  6. Sound and meaning riddles
  7. Choosing correct word meanings
- C. Reteaching Basic Reading Skills
  1. Common Syllable un
- D. Enriching Language Experience
- E. Assessment Test 29 (2 pages)

Copyright	Level	Title	Unit	Outlined (pp. 310-352)
1986	F	Carousels	15	"What Mary Jo Shared"

I. Reading the Selections

- A. Cover and Contents (1Q)
- B. Selection
- C. Preparation
  1. Vocabulary/Concept Development
  2. Skill Reminder
     - a. Referents
     - b. Comprehension: Cause/Effect
- D. Reading
  1. Purpose Setting
  2. Purpose Setting/Silent Reading
  3. Checking and Developing Comprehension
     - a. Skill Application (10Q)
- E. Purpose Setting/Silent Reading
- F. Checking and Developing Comp (10Q)
- G. Purpose Setting/Silent Reading
- H. Checking and Developing Comprehension (12Q)
- I. Thinking it Over
  1. Comprehension Questions Text (2Q)
  2. Additional Questions (3Q)
  3. Word Watch (Vocabulary)
  4. Something to Share
- J. Optional Resources

II. Review and Enrichment

- A. Recommended Vocabulary
  1. Recognition (12 words)
  2. Meaning Vocab. (3)
- B. Skills
  1. Decoding/Phonics Sound Assoc. (2 wds., 19w/4 sent)
  2. Decoding/Phonics Sound Assoc.: Z (1 w, 5 sent)
  3. Comprehension: Getting the Main Idea
- C. Optional Review
  1. Vocabulary (18 wds)
  2. Skills
     - a. Decoding/Phonics Sounds for oa
     - b. Decoding/Phonics Sounds for z
     - c. Comprehension: Getting the Main Idea
- D. Enrichment
  1. Vocabulary Related Activities
  2. Skill-Related
  3. Selection-Related
  4. Suggestions for Wider Readings
- E. Poem
- F. Optional Resources

III. Skill Preparation for Unit 16

- A. Decoding
  1. Recognizing Base Words
     - a. Instruction (9 w; 5 sent)
     - b. Guided Practice
     - c. Summary
     - d. Independent Practice

Figure 8 (continued)

Copyright	Level	Title	Unit	Outlined (pp. 303-336)
1979	F	Cloverleaf	19	"What Mary Jo Shared"

I. Preparing for Reading (4 RQ's)

II. Reading and Discussing

A. Picture Discussion (4Q)

B. Silent Reading

C. Oral Reading and Comprehension Checks (14Q)

D. Picture Discussion (1Q)

E. Silent Reading

F. Oral Reading and Comprehension Checks (10Q)

G. Picture Discussion (3Q)

H. Silent Reading

I. Oral Reading and Comprehension Checks (16Q)

J. Rereading - Optional

K. Discussion
1. Literal Comprehension (4Q)
2. Interpretive Thinking (2Q)
3. Evaluative and Creative Thinking (5Q)

III. Teaching Reading Skills

A. Instruction for Basic Reading Skills
1. Long u Sound
2. Choosing Correct Word Meanings

B. Application and Maintenance of Basic Reading Skills
1. Reading New Sentences
2. Discriminating Among Words
3. Sound Associations for o
4. er, est Endings
5. Using Letter-Sound Associations and Context
6. Following Directions

C. Reteaching Basic Reading Skills
1. Long u Sound
2. Choosing Correct Word Meanings

D. Enriching Language Experiences
1. Speaking
2. Speaking

E. Assessment Test 30

F. Assessment Test 31

Copyright	Level	Title	Unit	Outlined (pp. 310-352)
1986	F	Carousels	16	"What Mary Jo Shared"

I. Reading the Selection

A. Preparation
1. Vocabulary/Concept Development

B. Reading
1. Purpose Setting
2. Purpose Setting
3. Checking and Developing Comprehension (14Q)
4. Purpose Setting/Silent Reading
5. Checking and Developing Comprehension (13Q)

C. Purpose Setting/Silent Reading (1Q)

D. Checking and Developing Comprehension (5Q)

E. Oral Reading

F. Thinking it Over
1. Comprehension (12Q)
2. Vocabulary

G. Poem

H. Optional Resources

II. Review and Enrichment

A. Recommended Review
1. Vocabulary
   a. Recognizing Vocabulary (12 wds)
   b. Meaning Vocabulary (6 wds)
2. Skills
   a. Decoding/Phonics Clusters bl, sl, gl
   b. Decoding/Endings en, a
   c. Comprehension/Drawing Conclusions

B. Optional Review
1. Vocabulary
2. Skills
   a. Decoding/Phonics Clusters bl, sl, gl
   b. Decoding: Endings en, a
   c. Comprehension: Drawing Conclusions

C. Enrichment
1. Vocabulary-Related
2. Skill-Related Activities
3. Selection-Related Activities
4. Suggestions for Wider Reading

D. Optional Resources

III. Skills Preparation for Unit 17

A. Decoding
1. Changing y to i
   a. Instruction
   b. Guided Practice
   c. Summary
   d. Independent Practice

B. Optional Resources

APPENDIX A

Decoding and Comprehension Categories

Decoding Categories

Punctuation/grammar. Questions or directive statements to students intended to have students identify correct punctuation, primarily periods, question marks, etc., or make appropriate grammatical choices such as "Mary and Johns slided/slid down the hill on their sleds."

Sounds. The category of sounds is a combination of consonant and vowel sounds. These are questions or directive statements intended to have children identify consonant or vowel sounds (e.g., "What sound does this letter make?" or "What sound do you hear at the beginning . . . of this word?"). Questions about initial or final consonants were also counted in this category.

Syllabication/endings. These questions ask students to divide words into syllables, indicate how many syllables there are in a word, identify common suffixes, or provide appropriate word endings (*ed, ing, ly,* etc.).

Rules. Questions or directive statements in this category require that students produce or apply the correct phonics generalization for a regularly spelled word (e.g., "How do you know that the e in 'bone' is silent?" or "What rule helps you figure out the vowel sound in 'rail'?").

Letter names. These questions include *naming* individual letters (upper and lower case), letter writing, and tracing. The focus here is on the name of the symbol.

Rhyming. This is an oral task. The teacher has the children produce a series of rhyming words. Frequently, the teacher is to give an ending and several initial consonants to have children produce a series of rhyming words. Occasionally, the teacher is to begin with a root word and have the children produce just one word to rhyme with it.

Blending. These are written words. They may be presented on the chalkboard, in a teachers' presentation book, on cards, or in a teachers' "Big Book." The teachers' instructions require that the children sound words out. With this instruction, the word 'me' would sound like this, 'mmmmeeee,' for example. These may be real or nonsense words.

Vocabulary words in teachers' guides. These are words listed at the beginning of each lesson for the teacher to introduce. Typically, these words appear in the reading selection which accompanies the lesson.

Words in students' text. This number represents a count of all words in the students' materials.

Words in teachers' text. This category represents a tally of all words in *connected text* (phrases to short stories) which the teacher presents on cards, handouts or the chalkboard for students to read. Words in short passages which the teacher is to read to students for purposes of listening comprehension practice are also included in this category.

Words in isolation. Words tallied in this category are presented without any context clues. The teacher is to have the child/children identify the word simply by looking at it. The teacher may ask "What word?" and then say nothing more.

Comprehension Categories

Word comprehension, text explicit. Students read a word. Teacher checks their understanding of that word. For example, children read the word, "mat." Teacher asks, "What is a mat?"

Sentence comprehension, text explicit. Student reads a sentence, and teacher checks understanding of the sentence by asking a question answered explicitly in the sentence. For example, after a student reads, "Tom and Maria went to the store," a teacher asks, "Who went to the store?" or "Where did Tom and Maria go?"

Paragraph comprehension, text explicit. These are the same kind of questions defined for the sentence comprehension, text explicit category, but in this category, the unit of text students read is a paragraph. Questions appear after the paragraph, and information to answer the questions appeared expressly in the paragraph.

Picture comprehension, text explicit. These questions are answered explicitly in pictures presented to the students (e.g., "Look at the picture. What is the dog holding in his mouth?").

Word comprehension, text implicit. Students read connected text, then the teacher checks their understanding of a single word in the text. For example, after the children read, "The sky grew dark and soon it began to rain," the teacher asks, "What does the word 'grew' mean in this sentence?"

Sentence comprehension, text implicit. Students read a sentence, and then the teacher checks their understanding of the meaning stated implicitly in the sentence. For example, after the children read, "Michael was in third grade and his sister Jane had not started school yet," a teacher asks, "Who was older, Michael or Jane?"

Paragraph comprehension, text implicit. These are the same kind of questions defined for the sentence comprehension, text implicit category, but in this category the unit of text students read is a paragraph. Questions appear after the paragraph, the children must search and put information together from the paragraph.

Picture comprehension, text implicit. These questions are answered implicitly in pictures presented to the students (e.g., "Look at the picture. What does it look like the puppy has chewed up?"). In this category there might be one regular sock and a torn remnant the same color and texture, etc., as the sock in a heap next to the sock.

Character, text explicit. Specific mention is made of naming the "characters" for questions tallied in this category, and the characters are identified explicitly in the text.

Setting, text explicit. Specific mention is made of naming the "setting" for this story for questions in this category, and the setting was identified explicitly in the text.

Plot, text explicit. Specific mention is made of the "plot" for this category, and the plot is explicitly detailed in the text.

Theme, text explicit. Specific mention is made of the "theme" for this category, and the theme is explicitly detailed in the text.

Character, text implicit. Characters are mentioned, but not identified explicitly as to their roles, etc. for questions tallied in this category.

Setting, text implicit. The location of the story is ambiguous, and therefore not expressly stated for questions tallied in this category.

Plot, text implicit. Story line somewhat circuitously presented and therefore indirectly presented as "plot" for questions tallied in this category.

Theme, text implicit. Story line is somewhat circuitously presented and therefore, the "theme" is nebulous as counted for questions tallied in this category.

Scriptal (background knowledge) questions. The source of information for the child's answer is from the child's experience beyond the instruction taking place at the time the teacher asks these questions (e.g., "In this story, it says Anna will visit the planetarium; what sorts of things do you think she'll see there?" [providing a description of a planetarium has not been part of the story]. Children would therefore have to answer this question from information they already know about a planetarium.

Summary questions. Students read a passage and then the teacher asks a question about the whole passage that requires them to give the gist of the information they have read.

Style questions. These are questions about the literary style of a piece--whether it is narrative, expository, etc.

Review questions. Questions in one story that relate to a previous story. Generally, these questions appear at the beginning of a story continued for a number of days.

Sequencing questions. These questions require students to order events or actions from a story (e.g., "Arrange the following sentences in the order that they took place in the story.").

Prediction questions. These questions require students to predict an outcome from an action or series of events taking place in the story (e.g., "What do you think Sean will do next?").

Opinion questions. These are questions to elicit children's opinions or preferences. (e.g., "Would you like to go to San Antonio?" "Why or why not?"). Children rather clearly give their own reasons when answering these questions.